

Plymstock School



Succeeding Together

'Ready to Learn' Behaviour System

Rationale

Ready to Learn (RTL) is a whole school behaviour and learning policy which covers all aspects of school life.

All sanctions are given through a central school system and are carefully monitored by the RTL team, Heads of Year and senior staff.

Why implement Ready to Learn?

In March 2017, the **DfE** published the Tom Bennett's detailed report on behaviour in schools - **Creating a Culture: How school leaders can optimise behaviour**. The report concludes

The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- *students achieve more academically and socially*
- *time is reclaimed for better and more learning*
- *staff satisfaction improves, retention is higher, recruitment is less problematic*

In 2014 Ofsted published the national report '**Below the radar: low-level disruption in the country's classrooms**'.

The report stated that the typical features of low-level disruption include pupils:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately

The findings from that report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.

What does the evidence say about behaviour interventions?

The **Education Endowment Foundation (EEF)** shows that behaviour interventions add, on average, **three months of additional progress per year (EEF +3)**.

The findings state:

School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on robust studies of interventions in schools.

The aims of Ready to Learn are:

1. To maintain a culture of achievement, ambition and learning everywhere in the school, and ensure no learning time is ever wasted.
2. To provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour.
3. To encourage all students to take responsibility for their own actions.
4. To support teachers to deliver engaging and creative lessons, experiment and take risks.

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour are used.

One of the key strengths of Plymstock School is the fantastic relationships that exist between staff and students. It is important to continue to foster this central part of our school culture.

Role of the Tutor

The main role of the Tutor is to **support their students to be ready to learn for the day ahead**. We want our students to succeed each day.

This includes:

- Resolving equipment issues – e.g. support PP students to have the correct equipment (each student has a personal PP allocation managed by the Head of Year/Assistant Head of Year).
- Resolving uniform issues at the start of the day.
- Encouraging students to manage their homework schedule and identify where there are extenuating circumstances if a child has been unable to complete it on time.
- Tutors have RTL 'exceptional circumstance' stickers that can be placed in the planner to inform teachers of an extenuating circumstance with homework, uniform or equipment to avoid un-necessary sanctioning.
- Working/talking with parents to identify issues and resolve them quickly.

School rules

School rules are broken down into three areas:

1. Rules in the classroom
2. Rules around school
3. Rules relating to serious incidents

School rules in the classroom (Years 7-13)

Students will show they are **'ready to learn'** by adhering to **10 clear rules**:

1. Arrive on time, usually within three minutes of the bell, and by the second bell after break and lunch, ensuring an orderly entry and exit.
2. Always try your best and be positive.
3. Start work as soon as instructed by the member of staff.
4. Listen respectfully when others are talking – there should be no calling out or interrupting.
5. Keep 'off-task' conversations for social times only.
6. Follow all seating arrangements.
7. Focus on your own work and do not distract the learning of others.
8. Stay in your seat unless directed otherwise by a member of staff.
9. Don't eat, drink or chew gum (water is allowed, if the teacher permits it) and put all litter in the bin.
10. Speak to all staff and other students with respect.

If a student in Years 7-11 breaks one of these rules, a member of staff will tell them that they have a **'warning'** and **their name will be written on the board**. If they break a rule for a second time, they will be asked to go to the **Improvement Room (IR)**. The teacher will **immediately email the RTL Team** with the student's name and reason for being sent there.

The student will then spend **five lessons working in the IR under examination conditions, including one hour after school**. The student will do the following:

- Complete their classwork.
- Undertake a behaviour reflection activity.
- Have a restorative conversation with the class teacher.

Break and lunch times are spent in the IR, but students will be permitted to eat, drink and visit the toilet.

There may be some occasions, in discussion with a parent, where a student will not be able to complete the after school stay that evening (e.g. they are picking up a younger sibling from primary school). In these circumstances, the child will complete that hour the following day.

Students must arrive in the IR within 5 minutes of when the class teacher's email was sent. If they do not, it will be followed up immediately by a Head of Year or member of the senior leadership team. This may result in a Fixed Term Exclusion.

For Post-16 students, they will be asked to leave the class and go to the Sixth Form upper work room for the remainder of that lesson. **Staff will need to email Beckie Littler and Wil Sprenkel, who will then place then implement the 'Post-16 Cause for Concern and Staging Process' as appropriate.**

Additional rules for Post-16 students

- An ID badge is worn and visible at all times.
- Students are not permitted to leave the site until 11:00am and must follow the signing in/out procedure.

Post-16 Cause for Concern and Staging Process

Students whose participation or progress causes some concern to their teachers/tutor will be placed on the 'Post-16 Cause for Concern and Staging Process'.

This will happen if...

- There is a worrying level or pattern of absence in the subject/or registration
- Students fall worryingly behind with their work
- A student's attitude to work or behaviour in the classroom is stopping them or others from learning.
- The quality of a student's work is substantially below where we believe their potential should be.

Preliminary Stage

- If a subject teacher/tutor feels that a student is becoming a cause for concern they must email the student's tutor outlining their concerns (Wil Sprenkel and Beckie Littler must be copied into this email).
- The student's tutor will discuss the concern with the student and give them a chance to put it right. (The tutor will log this on the student's behaviour log on SIMS)
- If the cause for concern persists, the tutor/subject teacher will then initiate Stage 1 of the procedure and advise Beckie Littler.

N.B. Each stage of this process will involve an action plan being completed with the student, with targets and a review date being set. There will also be an electronic report on SIMS for Subject Teachers to complete. Each of the stages have consequences of increasing seriousness.

Stage 1

- Normally initiated by subject teachers or tutor – leads to fortnightly attendance printouts being sent home to parents, and/or a close eye being kept on the student by the tutor/subject teacher on meeting deadlines that have been set.
- Extra supervised study sessions may be added to a student's timetable. Timescales are set by tutors on a case by case basis but are normally 1 to 2 weeks.
- A SIMS Electronic Report will be initiated for the duration of the stage by the Post 16 team. Failure of Stage 1 means movement to Stage 2.

Stage 2

- May be tutor/Director of Post-16 Learning/Assistant Head of Post-16 led if the concern relates to a range of subjects – might lead to all absences needing parental approval, all unauthorised absences or late work being notified to parents directly and possibly to regular support being provided by tutor/Assistant Head of Post 16 and supervised study periods being timetabled until all work is caught up.
- This will also involve a compulsory meeting with parents and Teachers/Tutor/Assistant Head of Post 16.
- Timescales are set by tutors on a case by case basis but are normally 1 to 2 weeks. A SIMS Electronic Report will be initiated for the duration of the stage by the Post 16 team. Failure of Stage 2 means movement to Stage 3.

Stage 3

- Will involve a meeting with the Director of Post-16 Learning, the Assistant Head of Post 16 and the student, to which parents are expected to attend and a formal contract is drawn up – the consequence of failing to meet the terms of this contract will lead to the student's removal from the Sixth Form.
- Progress will be assessed on the basis of completion of relevant coursework and/or assignments on time and to the best of a student's ability.

Students with special educational needs or disabilities

All students at Plymstock School are expected to follow school rules so that all can achieve success and be happy at school. The Ready to Learn system applies to all students in the school but certain students may be provided with de-escalation strategies such as a time-out card. The pastoral team and SENDCo will take into account a student's identified special needs or disability when deciding if or how long a student should spend in the IR. In some cases, alternative arrangements will be made.

Staff guidelines for giving warnings in lessons

Our aim is not to issue as many sanctions as quickly as possible. We expect incredibly high standards of behaviour but it is also important that relationships between staff and students remain a strength of the school. We are committed to working WITH our students and staff must use language and strategies that give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

"Adam, I'm, giving you a warning as you are talking and not 'Ready to Learn'. You need to be 'Ready to Learn' for the rest of the lesson."

"Leah, you are having an off-task conversation. You are not 'Ready to Learn'; that's a warning."

"Olivia, you need to go to IR. You had a warning and now you are talking over me. Please make your way to the IR."

Starting lessons

In most cases, unless there is a health and safety issue, students will arrive and line up outside the classroom waiting for the teacher to invite them in. It is useful to have a well-established routine for entry.

All staff should expect students to:

- Unpack promptly
- Have appropriate equipment/planner out on the desk
- Stand behind their desks for a short uniform check

Whilst students are unpacking, there may well be some noise (but loud noise/shouting is not acceptable).

As the teacher, you must make it crystal clear for students that you are ready to start and want silence. Staff need to indicate this starting point by saying:

"I'm expecting you now to be ready to learn in 5... 4... 3... 2... 1. Thank you". Alternatively, you could choose to use the Kagan 'Hands up' signal.

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For

example:

"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning".

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to "1", a warning must immediately be given to any student still talking.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should forewarn students that they need to get ready for that.

For example: *"(Over student discussion) 30 seconds left... 20 seconds... 10 seconds... 5... 4... 3... 2... 1".*

Collective reminders

Sometimes, a member of staff may wish to draw attention to the 'Ready to Learn' rule, without giving a warning to an individual student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say:

"I'd like to remind everyone that off task conversations are for social times. I don't wish to have to give anyone a warning about this."

No 'scatter gunning'

Once you have given a warning, you should not give a second warning within 30 seconds of the first. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to IR. For example:

"It wasn't me, it was him. It's not fair..."

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to IR".

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

It is important to allow students time, they will often grumble, ignore and move on.

Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student repeatedly calls out in a way that is unhelpful for learning, you should say to them;

"I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning."

SLT on call

More serious misbehaviours warrant immediate removal from the lesson to the IR and are likely to result in a fixed-term exclusion. These include:

- Swearing at or about a member of staff.
- Violence, aggressive or intimidating behaviour.
- Racist, disablist or sexualised incidents.
- Unsafe or dangerous behaviour.
- Hitting furniture, walls, doors etc...
- Deliberate damage to displays or equipment.

These are incidents where a member of the Senior Leadership Team should be called to remove the student.

Sanctions Hierarchy

The numbers below refer to the number of classroom RTL sanctions over an academic year.

1. IR (Level 1): First visit – reflection activity completed, restorative conversation with teacher and parents contacted.
2. IR (Level 2): Second visit – further reflection activity completed, restorative conversation with teacher and parents contacted.
3. IR (Level 3): Third visit – full subject round-robin completed, parent meeting with Head of Year, behaviour target setting agreed with student, parents and HOY and then communicated with staff.
4. IR (Level 4): Fourth visit – Pastoral Intervention run by Assistant Head of Year detailed behaviour reflection booklet completed and behaviour target setting updated and communicated with student, parents, HOY and staff.
5. Internal Exclusion (Level 5): Staffed by SLT/IR (1 day).
6. Internal Exclusion (Level 6): Staffed by SLT/IR (2 days).
7. Internal Exclusion (Level 7): Staffed by SLT/IR – (3 days) and a parent meeting with HOY/Deputy Headteacher.
8. Fixed Term Exclusion – 1 day (Level 8): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
9. Fixed Term Exclusion – 2 days (Level 9): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
10. Fixed Term Exclusion – 3 days (Level 10): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
11. Permanent Exclusion – 5 days (Level 11): Education at an alternative provider.

New Year 7 phase-in (each September)

We recognise that the extremely high expectations of Ready to Learn, can take some time to adjust to. Therefore, we operate a phased-in approach with the new Year 7 students each September.

The following will apply:

- **Week 1:** The staff operate a dry-run with the students, pointing out where warnings would be given and what would result in being sent to the IR. No Red Cards to be issued. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons***
- **Week 2:** Warnings are now given. Any student who receives a second warning would be sent to the IR for the remainder of that period only, returning to lessons the following period. Red Cards introduced. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.***
- **Week 3:** Any student sent to the IR will complete a full five periods but will not be required to stay after school. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons***
- **Week 4:** Full RTL is in place.

School rules around the site

At Plymstock School, we expect everyone to behave with respect for each other and the school site at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

Defiance

If a member of staff asks a student to do something reasonable, they must do it. If they do not immediately do what has been asked, the member of staff may say ***"This is a reasonable request. Are you choosing not to follow it?"***

If they refuse, or walk away, they will be sent straight to the IR.

Red Cards

Students will receive a **'Red Card'** for any of the following:

- Late to school without a valid reason or extenuating circumstance.
- Missing equipment **vital for the current lesson** with no sticker from their tutor.
- Failure to meet a homework deadline without a valid reason or extenuating circumstance.
- Running, eating or drinking in the corridors.
- Taking hot food/hot drinks out of the Galley (*N/A to Post-16*).
- Shouting indoors.
- Leaving/dropping litter anywhere other than in the bins.
- Pushing/shoving in corridors or the Galley queue.
- Being in another year group's designated area at break/lunch (*N/A to Post-16*).
- Incorrect uniform with no note from the Head of Year (*N/A to Post-16*).

If a student in Years 7-11 breaks one of these rules, an adult will tell them that they have a **'Red Card'**, and that they must serve a 20-minute lunchtime detention the following day. Students will be informed daily via their tutor, if they have a Red Card Detention. The list will be updated at the end of each day. ***The teacher will need to email the RTL Team to alert them that a 'Red Card' has been given, the student's name and the reason for the 'Red Card'.*** If they fail to attend, they will complete a one-hour detention from 3:10pm until 4:10pm that day, and their parents or carers will be contacted.

For Post-16 students, if you have any of the above concerns with a Post-16 student, it should be referred straight away to Beckie Littler and Wil Sprenkel (not the main RTL Team).

Mobile phones

Whilst students are on the school site, mobile phones should be switched off in their bags and not used during the school day. They must hand over to a member of staff any phone that is seen or heard. If confiscated more than once during a term, an adult will be required to collect it from the Hub. If a student refuses to hand it over, they will be sent to the IR for one school day. If they refuse to hand it over whilst in the IR, they will be fixed term excluded. **Post-16 students are not to use their phones/headphones around the site** – the only exception is in the Sixth Form building. If you see a post-16 student using a phone, ask them to put it away immediately. Any concerns, please let Beckie Littler and Wil Sprenkel know straight away.

Uniform

All students must be in the correct uniform, unless carrying a pass issued by a Head of Year; passes are only issued for medical reasons or if they have lost or broken the article in the previous 24 hours. If a student arrives in school without the correct uniform, they will be offered a replacement. If they refuse to wear the replacement they will be placed in IR until a parent or carer brings in the missing article.

School rules relating to more serious incidents

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| 1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.) | Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to IR . |
| 2. Verbal or Physical abuse of staff. | This may include: <ul style="list-style-type: none"> • Pushing past staff. • Swearing at staff. • Rudeness and name calling. This will result in immediate Fixed Term Exclusion . |
| 3. Exam/Test misconduct | Students will be sent to IR . |
| 4. Truancy or wandering for 10 minutes or more during a lesson. | Students may only be out of lessons with a note from a member of staff. If a student breaks this rule this will immediately result in a referral to the IR . |
| 5. Violent or dangerous behaviour | This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour Violence will not be tolerated and will usually result in an immediate Fixed Term Exclusion . |
| 6. Possession or use of alcohol or drugs | This is against the law, and is likely to result in a Permanent Exclusion . Students may not refuse to be searched if a member of staff has reason to believe that they may be in possession of banned substances. |
| 7. Possession or bringing a weapon or dangerous item on to the school site | This is against the law, is extremely dangerous, and is likely to result in a Permanent Exclusion . |
| 8. Poor behaviour travelling to and from school | This includes: <ul style="list-style-type: none"> • Swearing or being offensive in public. • Being loud/shouting/playing music on the bus. • Forcing members of public into the road by taking up the pavement. This will result in being sent to the IR or in some cases a Fixed Term Exclusion . |
| 9. Deliberate damage to or theft of property | The following will result in a Fixed Term Exclusion : <ul style="list-style-type: none"> • Deliberate vandalism of display boards, walls, doors and windows. • Deliberate vandalism to the school toilets. • Setting off fire alarms |
| 10. Smoking or vaping | Smoking or vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping, in possession of smoking/vaping equipment or is present with others smoking/vaping on the school site or travelling to and from school in uniform, this will result in being sent to the IR or in some cases a Fixed Term Exclusion . |
| 11. Bullying or prejudicial language directed at another person | This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. This will result in being sent to the IR or in some cases a Fixed Term Exclusion . |

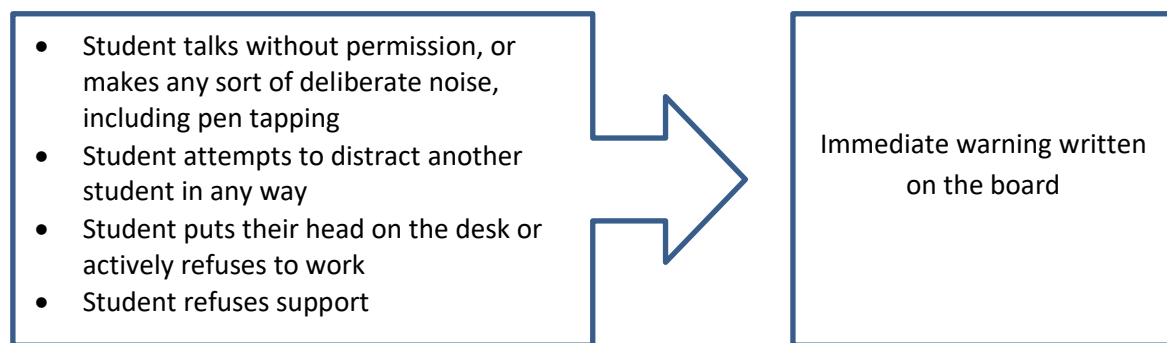
Appendix A: Rules in the Improvement Room (IR)

Students must work in silence at all times, in **'exam conditions'**. If a student shows they are not **'Ready to Learn'** in the IR, then they must **immediately receive a 'warning'**. If they show this again, after more than 30 seconds, they must receive a **'second warning'**. If they disrupt a third time, they will be removed and may face an exclusion from school.

As such, the IR will have the same rules as an examination, with two important exceptions:

1. Students can ask for help
2. Students must continue working

Examples...



Arriving in the Improvement Room

Students must arrive in the IR within 5 minutes of when the class teacher's email was sent. If they do not, they may be issued with a Fixed Term Exclusion.

Break and lunch times in the Improvement Room

At these times, all the rules still apply, except that:

1. Students may eat and drink at their desks.
2. Students may read a book or magazine, or do other silent personal activities, such as a Sudoku.
3. Students may choose to sit quietly.

Students will be escorted to collect food at break or lunch time (which will happen before the rest of the school goes to break and lunch).

Exceptions to staying in the Improvement Room

A student must never be allowed out of the IR to attend a normal lesson, including a lesson to complete coursework. A student may only leave the IR if they have:

1. A public examination.
2. A literacy, numeracy or behaviour intervention.
3. A pre-arranged appointment out of school.
4. An alternative has been agreed linked to a child's SEND.

Appendix B: Managing Fixed Term Exclusions

All return from exclusion meetings will take place at 8:30am on the day the student returns to school. The Pastoral Team will make the phone call to confirm this meeting.

The Head of Year and Deputy Headteacher will conduct meetings for all returns from Fixed Term Exclusion.

The student and parent carer will be expected to attend the meeting and will sign a behaviour agreement before returning to lessons.

In exceptional circumstances, and with the agreement of the Deputy Headteacher, a discussion may take place by phone with the parent or carer.

Appendix C: The Ready to Learn Team

The Ready to Learn (RTL) team have the following responsibilities:

- Supervision of the IR on a rotational basis, including social times and until 4:00pm.
- Identifying non-arrivals quickly (which are then picked up by the pastoral team).
- Initiating and maintaining good communication with parents/ carers, Heads of Year and support structures within school.
- Providing re-integration support for students, as required.
- Keeping accurate records of all incidents and referrals.
- Ensuring appropriate work is provided for all students, by maintaining stocks of work for Years 7-11.
- Organising lunchtime detentions.
- Analysing the data around behaviour incidents and passing on issues arising to the Pastoral Team.

The team works in close collaboration with:

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|-------------------------|
| Heads of Year |
| Assistant Heads of Year |
| SENDCo |
| Deputy Headteacher |